

**The Report of the
Accreditation Visiting Team**

**Kearns High School
5525 South Cougar Lane
Kearns, Utah 84118-5517**

April 6-7, 2004



Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Kearns High School
5525 South Cougar Lane
Kearns, Utah 84118-5517**

April 6-7, 2004

UTAH STATE OFFICE OF EDUCATION

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Interim State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 6-7, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Kearns High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal David Stevens is commended.

The staff and administration are congratulated for the generally fine program being provided for Kearns High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Kearns High School.

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Interim State Superintendent
of Public Instruction

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**Board of Regents Appointments*

10/30/03

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Paul Sagers	Assistant Superintendent, Program Services

KEARNS HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

David N. Stevens Principal
Waisea Lesuma Assistant Principal
Tom Price..... Assistant Principal
Jerry Simonson..... Assistant Principal

Counseling

Gregory H. Bateman Career Counselor
Julie Brough..... Counselor
Dick Crane Counselor
Laron Olson Counselor
Brett Hansen..... Counselor
Carolyn Boies..... Counselor
Dr. Heidi Lind Counselor

Support Staff

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Julie Joos
Mickie Massengale
Faye Miller
Trudy Peterson
Sandra Riches
Tricia Ruiz
Sue Smith

Cafeteria Staff:

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Sharon Andrus
Mary Bone
Karen Dickinson
Earlene Olsen

Joane Donaldson

Virginia Hamby

Judith Holman

Peggy McClintic,

Manager

Lina Robinson, Asst.

Manager

Judith Wendel

Custodial Staff:

Robert Hopper, Head

Custodian

Dolohn Barnett

Norm Davies

Ronald Goodrich

James Griffith

Dale Hansen

Richard Jensen

Moroni Rouska

Employment Center:

Sue Christensen

Cher Burbank

Anna Evertz

Trackers:

Sylvia Grillo

Natasha Goodman

Olini Matua

Tupou Ofahengaue

Faculty

John Alexander
Lisa Almond
Weymie Anderson
David Ashton
Ron Barnett
Greg Bateman
Harold Bell
Mirtha Berges
Doug Bills
Ed Blonquist
Dana Bogaard
Carolyn Boies
Julie Brough
Rod Bushman
David Butler
Anne Bybee
Darylee Carlile
Diane Congdon
Shannon Coon
Richard Crane
Owen Denison
Teresa Denison
Bruce Densley
Jana Dilley
Steve Drott
Karen Drummond
Aimee Duran
Susan Dyer
Jackie Eggertsen

Wilfredo Falcon
Mary Ann Ferrin
Jim Flanagan
Tom Gatten
Tom Glasmann
Cheri Gonzales
Brett Hansen
David Hansen
Chris Horne
Jennifer Hill
Louise Hull
Rulene Jeffs
Glen Kawa
Don Knapp
Margo Knight
Mark Kristensen
Rob Lake
Elouise Lamb
Adam Larson
Edie Leavenworth
Lorraine Linares
Heidi Lind
Johanna Luke
Jim Maynard
Kevin McClellan
Steve Miller
LeeAnn Mollerup
Alyce Mutter
Alan Nakagama

Sarah Nicholson
Laron Olson
Bob Ostberg
Dan Park
Irene Peterson
Sally Pietsch
Michelle Player
Tuesday Ryland
Ray Shepherd
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Justin Spencer
Jeff Statler
Dan Stirland
Mitch Tatton
Steve Treseder
Noray Turney
Marla VanHeeringen
Mike Virgin
Aaron Walton
Allen Webb
Lynn Westberg
Ken Whitney
Brenda Wilde
Henry Williams
R. Lynn Yergensen
Farrell Zeeman
Deputy Chad Zitting

KEARNS HIGH SCHOOL

MISSION STATEMENT

We develop Capable, Productive, Responsible (CPR) students prepared to meet life's challenges.

BELIEF STATEMENTS

Kearns High graduates will:

- **Be Responsible Citizens:** who are responsible for their own actions and express compassion, concern and caring through service to help improve the quality of life for themselves and others.
- **Have Necessary Skills for Success:** exhibiting knowledge in the core academic subjects, confidence, a positive work ethic, effective communication and problem solving skills.
- **Be Life-Long Learners:** demonstrating courage to follow their dreams by setting clear goals to help discover joy in learning.

VALUES

Six values that Kearns' students strive to develop (**COUGAR**):

- **Commitment**
- **Optimism**
- **Understanding**
- **Growth**
- **Achievement**
- **Respect**

MEMBERS OF THE VISITING TEAM

Ralph P. Vander Heide, Ph.D., Accreditation Consultant,
Visiting Team Chairperson

Jim Brey, Dixie Middle School, Washington County School District

Marsha Forsgren, Uintah High School, Uintah School District

Wyatt Bentley, South Jordan Junior High School, Jordan School District

VISITING TEAM REPORT

KEARNS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Kearns High School is a public, suburban high school that provides educational services to students in grades 10 through 12. The school was built in 1966. On November 7 of that year it opened its doors with 1,661 students and a staff of 106. The current enrollment totals 1,884 students. Over the past seven years the student enrollment has been as high as 2,200 students, and district projections show that student enrollment will increase over the next five years. Since 1968, the Northwest Association of Accredited Schools and the State of Utah have accredited Kearns High School.

The Kearns community and Kearns High School are named after Thomas Kearns, a Utah mining mogul, builder, and philanthropist of the 19th century.

The Kearns area was first developed as a military training camp during World War II. When the war ended, the U.S. Army abandoned the base, leaving 1,200 acres of improved land that was rapidly developed. The town of Kearns began when the first homes were constructed in 1949.

Kearns High is located at 5525 South 4800 West on 46.6 acres. The building was originally designed for 2,400 students, the auditorium to seat 2,000, and the gymnasium to seat 3,000. It had 86 rooms. Within the last ten years an additional nine classrooms were added at the basement level below the business hall, and the “student activity room” below the English hall was converted into 6 classrooms to provide additional teaching space. Two portable buildings on the east side of the school are also being used at the present time. This provides a total of 100 classrooms or teaching spaces (including two gymnasiums).

Kearns High School is in the Granite School District. Students attend 180 days, as required by the State of Utah. Teachers work an additional 5 days, including workdays prior to the beginning of school, teachers’ workdays at the end of each term, and professional development days. The school day begins at 7:30 a.m. and ends at 2:10 p.m. Additional makeup classes and alternative classes are held from 2:20 p.m. to 3:40 p.m. Granite Peaks Community Education provides classes for high school students and community patrons in the evening, Monday through Thursday.

Presently there are 4 administrators, 6 counselors, 1 career counselor, 85 full-time teachers and 3 part-time teachers.

The Visiting Team observed that the school has diligently and systematically gathered profile data, which clearly describes its strengths, limitations, and areas in need of growth. Indeed the data provide a comprehensive description of the school.

The data has been analyzed and integrated to provide a description of the “big picture” about the performance of the school. A narrative summary of the data and graphic overviews of the disaggregated data are given in the school’s self-study.

a) *What significant findings were revealed by the school's analysis of its profile?*

In compiling and disaggregating data for analysis, Kearns High School discovered that needed data was not archived either in the school or at the district office. The significance of this data became clear when information on the ethnic diversity of Kearns High Schools was crystallized for the faculty. The data and analysis revealed that many students, especially English language learners, needed extra help to achieve acceptable scores on state and national tests. This information resulted in the creation of small, specialized classes to help all struggling students achieve.

Based on responses from parent, student, and faculty surveys, Kearns High School is concerned about preparing students to deal with issues they will face in the future. To this end, there is a commitment to reduce all class sizes in order to work more closely with individual students.

The Visiting Team commends Kearns High School for these efforts.

b) *What modifications to the school profile should the school consider for the future?*

Improving attendance and punctuality at Kearns High School is part of the school’s action plan. Parents also indicated a concern about attendance and academic success. It may be helpful in the future for Kearns High School to correlate attendance data with student achievement as part of the school profile. This data may give motivation to implement part three of the action plan.

Concerns were also expressed about the mobility rate among Kearns High School students. Analyzing this data and including ways to address the high rate of incoming and outgoing students may provide insight into ways to deal with this problem.

Suggested Areas for Further Inquiry:

- Following the above suggestions, Kearns may want to investigate parent involvement with the school as an indicator of student achievement (i.e., the question could be posed: Is there a correlation?).

- There is also a concern about the public image of Kearns High School. The school is advised to investigate ways to improve and enhance the perception of Kearns High School among the general public who are unfamiliar with the school. Both students and parents with whom the Visiting Team spoke expressed concern and annoyance about misperceptions.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school community has actively engaged in a collaborative effort. Prior to the accreditation visit at Kearns High School, the administration and faculty formulated their focus groups in a cross-disciplinary/curricular model. A cross-section of students was represented in these groups, and they were well informed and had a good understanding of the process. The faculty identified to the Visiting Team that they had some concerns on how to get a better cross-section of parental involvement from **all** ethnic backgrounds. The Visiting Team was impressed to know that they had made an effort to find out that one reason for this was because both parents were typically working during the times of their meetings.

These focus groups have proven to be one of Kearns High's greatest strengths in the school's self-study process. As focus groups met and reviewed the disaggregated data, the faculty was more resolved to work together in an interdisciplinary model.

It is recommended that more attention and collaboration be given to reaching more parents and also taking a closer look at the parent surveys in the areas of bullying and drug abuse. Dealings with these issues should be reflected in the action plan.

- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Stakeholders have been energetic in surveying and obtaining information, and frank about recognizing and listing weaknesses as well as strengths. As noted above, some areas of parental and student concern could be given greater attention.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Kearns High School's desired results for student learning (DRSLs) are as follows:

1. Literacy
2. Numeracy
3. School Climate

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process is established that involves the school community in defining the school's beliefs, mission and goals. Evidence of the administration's involvement includes providing opportunities for teacher collaboration and focusing on developing the vision, beliefs, mission, and goals. Evidence of the teachers' involvement was demonstrated through participation in professional development, focus groups, and departmental evaluations. The Visiting Team found that the participation of the student group was active. Those involved represented a good cross-section of the student body.

Although the numbers were small, the evidence also pointed to an energetic involvement by parents in the process. For example, the Community Council is allocating funds to support the vision, beliefs, mission statement, and desired outcomes of learning.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The statements of the school's beliefs are comprehensive and clearly define the core values of the school. The beliefs address the major issues pertinent to effective decision making and policy development. The Visiting Team observed this in discussions with students, parents, teachers, and administrators.

The Visiting Team observed evidence of the belief statements in instruction used in some classrooms. In addition, the multiple opportunities for concurrent enrollment exemplify a deep commitment to the defined beliefs.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The DRSLs are in direct alignment with the beliefs and mission statement. Through research, Kearns High School has identified the three aligned general areas of student learning which are addressed in the action plan.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The Visiting Team found that the curriculum at Kearns High School is based on the State Core Curriculum, as well as standards based on educational research and “best practices.”

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team observed overwhelming evidence that the faculty and administration are committed to fostering the achievement of the DRSLs.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The design and selection of instructional strategies and learning activities are based on the essential knowledge and skills for student learning as identified through the self-study process. In order to address the DRSLs, the English Department has provided in-service and lesson plans to assist other departments in addressing the literacy component of the action plan. All teachers are also encouraged to provide numeracy assignments in all classes. Adjustments and modifications to the instructional process are made based on the analysis of the results of assessments of student learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

A variety of instructional strategies were observed at Kearns High School. The self-study shows that the staff members have been made aware of multiple learning styles and is taking steps to incorporate these into their teaching. Some teachers are making a greater effort than are others to vary teaching methods. Emphasis has been placed on student achievement, essential knowledge, and

higher-order thinking skills that require students to apply their learning in meaningful contexts. Kearns High School offers classes to address all learning needs. There are a variety of Advanced Placement classes, as well as classes to address the needs of English language learners. It is commendable that cross-curricular writing, reading, and numeracy strategies have been implemented throughout the school.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students at Kearns High School are given a variety of opportunities for extra help and learning. Many teachers are available before and after school and during lunches to provide individual help. Particularly commendable is the program for peer mentoring for non-English speakers, which involves both faculty and students in science and English classes. The Math Department also offers individual tutoring after school on a weekly basis. Both of these programs directly support the mission statement, beliefs, and DRSLs.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The development of assessments of student learning is based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the quality of students' achievement.

- b) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The design and development of the assessments that were observed were traditional and informal in most areas of the school. The designs that were observed appear to be fair and equitable. Greater effort could be made by **all** teachers to use various assessments and to use assessment to improve instruction.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of the school strongly focuses on instructional goals. Students feel valued and important, as does the faculty. To the extent that it is financially feasible, leadership supports meaningful and productive in-service. One of the focus groups found that teachers have participated in a very high number of in-

service programs during the last few years. A culture of high expectations for teachers and students is fostered, and comprehensive action steps for achieving the goals of the desired learning outcomes are established

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership is to be commended in this area. Administrators make a strong effort to base decisions on educational research. Teachers are also engaged in the process. There is extensive use of effective, collaborative decision-making processes that provide significant and meaningful opportunities for stakeholder involvement.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership systematically assesses the effectiveness of instructional practices and organizational conditions.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership provides wise stewardship. The leadership of the school strongly focuses on instructional goals and strives to promote a safe, efficient, and effective learning environment for both staff and students.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources, financial resources) are aligned with the school's goals. Furthermore, administrators have made a conscious effort to assure that funds are allocated in a manner that will be fair and help the school support its mission, beliefs, and DRSLs.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

This is for the most part well accomplished, as noted elsewhere in this report. The Visiting Team expresses only one suggestion: that more minority parents become actively engaged.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Kearns High School is to be commended for fostering community-building and good working relationships within the school.

Evidence of this effort can be observed in the extensive opportunities for student involvement and the support that is given to these opportunities. Both administrators and teachers have demonstrated a willingness to help and support students outside of the classroom. Both departmental and focus groups have had participation in designing and implementing the DRSLs.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Kearns High reaches out to parents and families to help engage them as partners in the learning process. Kearns High forges productive links with the larger academic community and supports collegial working relationships across all levels of education to create a coherent instructional program for the students. Kearns High also builds collaborative networks of support with community members and groups, youth-serving agencies, government leaders, and leaders of higher education and business.

The use of local facilities, implementation of grants, and concurrent enrollment programs were some of the evidences observed.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Kearns High School's organizational system and culture stress the commitment to continuous improvement and provide strong support for school improvement and professional development. Evidence of this is found in accessing best practices and methodologies from the School Cadre, a district program for schools with high ethnic populations. This approach to building capacity for improvement is commended.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team found that Kearns High fosters an understanding of the change process among most of those who have a stake in the work of the school. In addition, Kearns High has focused on those areas of change and improvement that are most critical for students.

The school supports the work of individuals and groups responsible for implementing school improvement initiatives. Professional development resources are allocated to the implementation of improvement initiatives.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

NOTE: Kearns High School received a rating of “Approved” from the State of Utah Accreditation Committee for the year 2003-04 based on the annual report the school submitted in October 15, 2003.

Standard I – Educational Program

This standard is met. The program of studies—in its overall content and design, its organizational arrangement, and its academic and instructional policies—represents a consistent and effective implementation of the school’s philosophy and objectives. Furthermore, all curricula follow the guidelines of the Utah Core Curriculum, and the Utah Life Skills are incorporated into the general curriculum. Great effort is made to meet individual needs and to respond to the cultural diversity of the student body. The educational program at Kearns High School complies with the educational program requirements of NAAS, which cover the following:

- Mission and beliefs
- Program of studies
- Policies and procedures
- Student conduct and attendance

Standard II – Student Personnel Services

This standard is met. With six guidance counselors, the counselor/student ratio is below 300. In addition to the six, Kearns has one career counselor. The staff is properly qualified and licensed. Academic and personal records are properly maintained and stored. Parents are kept informed and involved in the guidance program through meetings (discussions of educational and occupational plans) and other means. The primary goal of the counseling program is to promote student learning through academic, career, and personal guidance.

Standard III – School Plant and Equipment

The facilities serve as a vehicle for the implementation of the school mission and delivery of the DRSLs. Although two “relocatables” are used, facilities are adequate and well maintained. Qualified persons inspect the plant and equipment periodically, and great effort is made to address deficiencies and make repairs. This standard is met.

Standard IV – Library Media Program

This standard is met. The library/media program is the principal resource for curriculum support. It fosters literacy through books and technology. It has sufficient staffing under the guidance of a licensed librarian. The Visiting Team observed students demonstrating library skills.

Standard V – Records

This standard is met. All records are properly backed up.

Standard VI – School Improvement (This is addressed in the self-study.)

See comments on the action plan and its implementation in Chapter Five.

Standard VII – Preparation of Personnel

This standard is met. All members of the faculty are licensed or approved by the State Office of Education. Every effort is made at Kearns High School to assign teachers to instruct in their areas of primary qualification.

Standard VIII – Administration

The principal and assistants are state-licensed. As noted elsewhere, the administrators provide the educational leadership necessary to set and achieve school objectives and improve the educational program. The standard is met.

Standard IX – Teacher Load

The school is not in complete compliance with this standard. Primarily due to the block schedule, some teachers are meeting excessive numbers of students.

Standard X – Activities

This basic standard is met and exceeded. Students of all ability levels have numerous and varied extracurricular activities to choose from. The school

provides a program that is consistent with its mission and beliefs. Equal opportunity is evident.

Standard XI – Business Practices

This standard is met. Finances are primarily provided through the state via the district office. There is also, as noted elsewhere in this report, some financing from outside sources for some aspects of the school program.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The DRSLs—literacy, numeracy, and school climate—are clarified by the accompanying goal statements. The goal statements also give direction to the action plans. The literary and numeracy action plans and steps are clearly delineated, although timelines should include periodic accountability deadlines. The Visiting Team commends Kearns High School for the immediate implementation of Six Traits of Writing strategies and critical thinking and reading strategies in-service for the faculty. The creation of specialized classes in English and math is also commendable.

Action plan number three needs further explanation as to how the steps will be implemented, and whether rewards or consequences will be used to implement the plan. Again, accountability deadlines need to be incorporated into the plan.

Surveys indicate concerns about substance abuse and safe schools. These areas also need to be addressed in the school's action plan.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

All stakeholders have an outstanding commitment to the continuous improvement of Kearns High School. This is evidenced by the allocation of funds to specialized classes and the dedication of the faculty to helping and mentoring students after regular school hours. The commitment to improving the climate of the school will also address the concerns about the public image of Kearns High School and will enhance the pride and spirit of the school.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The progress indicators in action plan one need to include CRTs and other required testing, as well as more specific student assessment.

Although difficult to measure, progress indicators need to be developed for action plan number three.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

The Visiting Team commends:

- All school personnel for their display of hospitality and assistance, and for their openness and frankness about Kearns High School. An ethos of continual improvement is being nurtured at Kearns High School.
- Faculty and administration for fostering a nurturing, helpful atmosphere and for evidencing an “accepting attitude.” The Visiting Team notes that students were highly complimentary of teachers concerning extra help and “going the extra mile” in their behalf.
- The faculty for being truly cooperative. The Visiting Team observed an especially high level of cooperation and sharing.
- All teachers for incorporating all three DRSLs into their departmental, course-specific objectives.
- All school personnel for promulgating the mission, beliefs, values, and DRSLs.
- The administration for striving to involve a higher number of parents in the collaborative improvement process (but also see recommendations).
- The faculty and administration for establishing “Learning Academies” in various disciplines. One example is the Academy of Finance.
- All stakeholders for offering an abundance of varied co-curricular and extra-curricular activities, which supplement the curricular offerings.
- Parents and other stakeholders for establishing and maintaining the Community Council.

- The administration and teachers for fostering an “open door” policy under which parents are encouraged to visit classes unannounced, or former students are invited to visit the school.
- The faculty and administration for establishing specialized classes for English language learners, and the Community Council for allocating funds to support those classes.
- The district, administration, and faculty for providing an excellent evening program.

The Visiting Team recognizes that the above list is not a complete list of commendations that could be given concerning the complete school program of Kearns High School.

Recommendations:

The Visiting Team recommends that:

- The administration continue to seek ways in which to involve minority parents in the holistic process of school improvement.
- The administration continue to work with faculty and the school district administration to reduce the size of some large classes.
- The administration be consistent in the establishment and maintenance of policies. Some students complained of inconsistency.
- All stakeholders work together to address concerns (or perceptions) of some students and parents about drug abuse and bullying.
- All stakeholders continue to explore ways to improve the opinion of Kearns High School reportedly held by some members of the general public.
- All faculty members, with support from the school leadership, continue to explore the employment of a variety of teaching and assessment strategies.
- All teachers use assessment as a tool for improving classroom instruction.
- The faculty and administration include in the action plans on literacy and numeracy deadlines for periodic accountability.
- The faculty and administration include in action plan three, School Climate, further specific explanations as to how the steps will be implemented, and whether rewards or consequences will be used to implement the plan.

